The Care Team
A School Improvement Strategy

Based on Inter-Agency Collaboration
Stark County, Ohio

QuickTime™ and a TIFF (Uncompressed) decompressor are needed to see this picture.
Who We Are:

1. 7th Largest County in Ohio
   A. Suburban, Urban, Rural
2. 17 Public School Districts
   1. Parochial School District
   1. Joint Vocational District
1. Microcosm of America
2. Education, Manufacturing, Farming, Medical Services
3. Bell weather County
Healthy Family and Youth Development

System of Care

Cost of Service

Healthy Family and Youth Development

Level of Care

Single-System / Single-Incident

School-Based Care Team(s)

Day Treatment Program

Home-Based Therapy

Short-Term Residential Care

Long-Term Care

High

Low

System of Care Concept

THE
Programs for Court Intervention and Diversion

- Teen Court
- Drug Court
- Informal Diversion Programs
- Truancy Intervention
Truancy Intervention

- Truancy as a gateway intervention strategy
- Collaborative partnership
- Types of intervention planning
- Expected outcomes
- Care Team Involvement
Truancy Case Examples

- Bob
- Fred
- Amber
- Edith
Problems Uncovered

- Parents Divorced or Incarcerated
- Illnesses (real or imagined)
- Mental Health Issues
- Trauma
- Abuse and Neglect
- Domestic Violence Issues
- Caring for Younger Siblings
- Parents are children
- Transportation Issues
Discoveries:

- Equal number of Boys and Girls
- Schools are lacking important information
- Bullying can be an issue
- Some children can not deal with traditional schools
- Too many children have become parents
- Children are enabled by their parents
- Drugs and alcohol are often an issue
What We Do

- Order school attendance - explain consequences
- Schools suggest strategies: testing, counseling, alternative schedules
- SCDJFS provides information and becomes involved in serious abuse and neglect cases
- Drug and Alcohol Assessment Ordered
- Trauma Evaluation Ordered
- Review scheduled
- Order prosecutor to begin formal proceedings
“If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war.”
“The success of our children in school will determine not only their future, but the future of our entire state as well.

…Making it possible for all students to learn is the defining challenge of our time.”

Governor Bob Taft
Remarks to Ohio School Boards
March 20, 2001
21st Century Goals for Education

- Meet world-class curriculum standards
- Graduate 100% of all students
- Maximize school safety
- Develop common standards of citizenship for a multi-cultural society
- Provide for socialization and integration into healthy peer groups
21st Century Goals for Education (Continued)

- Develop life-long learning habits
- Win the wars on drugs, alcohol, tobacco, violence, unwanted pregnancies, suicide, and the lack of tolerance
- Provide vocational and school-to-work training which meets or exceeds business expectations
- Provide opportunities for quality participation in the arts, athletics, and other activities
# Obstacles

<table>
<thead>
<tr>
<th>• Poverty</th>
<th>• Family Problems</th>
<th>• Unruliness/ Delinquency</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lack of Motivation/ Goals</td>
<td>• Suspensions/ Behavior Problems</td>
<td>• Truancy/ Attendance Problems</td>
</tr>
<tr>
<td>• Social Isolation</td>
<td>• Academic Failure</td>
<td>• Mental Health Problems</td>
</tr>
<tr>
<td>• Substance Abuse</td>
<td>• Pregnancy</td>
<td>• Drop-out Rate</td>
</tr>
</tbody>
</table>
What Factors Influence Success or Failure?

- Name the top three reasons why some students fail or drop out of school:
What Factors Influence Success or Failure?

Name the top three reasons why some students fail or drop out of school:

- Family Problems / Abuse or neglect
- Poor Attendance
- Substance Abuse
- Negative Peer Group Affiliation
- Lack of Resources
- Lack of Adult Mentors
- Lack of Engagement in Meaningful Activities
- Criminal Activity Involvement
- Handicap
- Lack of Goals or Vision of the Future
What Factors Influence Success or Failure?

- Name the top three reasons why some students excel:
What Factors Influence Success or Failure?

- Name the top three reasons why some students excel:
  - Strong Family Environment & Support
  - Strong Attendance Record
  - Avoids Risky Behaviors
  - Positive Peer Group Affiliation
  - Availability of Resources
  - Many Adult Mentors
  - Engagement in Meaningful Activities
  - No Handicap
  - Strong Goal Setting and Vision of the Future
In your opinion, is the achievement gap between white students and black and Hispanic students mostly related to the quality of schooling received or mostly related to other factors?
Addressing Barriers to Student Learning:

- School systems are not responsible for meeting every need of their students...
  - But...As the Carnegie Task Force on Education Concluded:
    - “When the need directly affects learning, the school must meet the challenge.”

**How?**

- Care Team Implementation!
The School House is where children develop, families are supported, and the future is made.
Schools that will meet “No Child Left Behind:”

- Understand child development and family support through small team structures
- Understand that Community Engagement is critical
- Understand how to collaborate with other agencies
- Understand how to implement and align best practices
- Understand that accountability applies to everyone involved in the process, and that standards and benchmarks lead to measurable outcomes
Pre-Care Team Results

1993-94 Proficiency Scores*

- Writing 74
- Reading 76
- Math 55
- Citizenship 65
- Science(96) 45
- Graduation Rate 79%

*Special Education Students Not Included
The Care Team

- Mental Health Counselor
- Mentor Coordinator
- Family Involvement Coordinator
- School Resource Officer
- Truancy Officer
- Academic Tutors
- Teachers (Teams)
- Administration Team
- School Counselor
- School Nurse
Services Provided

- Counseling
- Mentoring
- Family liaison
- Parent training
- Tutoring
- After school program
- Leadership camps
- Summer Adventure program
Underlying Theory

Maslow’s Hierarchy of Needs

Altruism

Self-Actualization

Aesthetic Appreciation

Need to Know and Understand

Self Esteem Needs

Love & Acceptance by Others

Safety & Security Needs

Survival Needs
### The Search Institutes Eight Categories of Developmental Assets

<table>
<thead>
<tr>
<th></th>
<th>•Support (6)</th>
<th>•Empowerment (4)</th>
<th>•Boundaries &amp; Expectations (6)</th>
<th>•Constructive Use of Time (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>•Commitment to Learning (5)</td>
<td>•Positive Values (6)</td>
<td>•Social Competencies (5)</td>
<td>•Positive Identity (4)</td>
<td></td>
</tr>
</tbody>
</table>

*Individual assets from under each category add up to 40 total assets*
Risk Factors

Risk Factors are conditions that increase the likelihood of youth dropping out of school and becoming involved in substance abuse, delinquency, teen pregnancy, and violence.

Protective Factors

Protective Factors are conditions that buffer children and youth from exposure to risk by either reducing the impact of the risks or changing the way the young person responds to risks.
Risk Factors:

Community:
- Availability of Drugs
- Availability of Guns
- Laws and Norms favor drug use, firearms, and crime
- Media portrayals of violence
- Mobility & Transitions
- Economic Depravation
- Low neighborhood attachment and community organization

Family:
- Family history of problem behavior
- Family management problems
- Family conflict
- Favorable parental attitudes and involvement in problem behaviors
Risk Factors:

- School:
  - Early and persistent antisocial behavior
  - Academic Failure
  - Lack of commitment to school

- Individual/Peer
  - Alienation and rebelliousness
  - Friends who engage in the problem behavior
  - Favorable attitudes toward the problem behavior
  - Early initiation of the problem behavior
  - Constitutional factors
Protective Factors:

- High parental expectations
- Healthy family environment
- Healthy Beliefs and Clear Standards
- Bonding to Positive Adults
  - Protective Processes Involved in Bonding
- Opportunities for Meaningful Involvement
  - Skills developed from involvement activities
  - Recognition that comes from involvement
- Decreased exposure to alcohol and drugs
- Academic support leading to school success
- Pro-social involvement and positive peer activities
Tough Love
– **Carrot:** Offer parents and families as many services as needed for the student to *succeed*

– **Stick:** If the parent(s) or the student does not engage in the improvement process, then hold parent(s) and/or the student accountable through use of mandatory conferences, detentions, suspensions and to the extent of the law in Family Court (whenever possible)
Underlying Theory (Continued)

**Character Counts**
– Consistent teaching, modeling, and accountability to the Six Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship
– Individual, small group, and large group teaching
– Monitoring throughout the community

*Keeping an Eye on the Bottom Line*
– Regularly meet with your teams, your students, and your parents to determine if progress is being made
  • Local action research: data, benchmarking, best practices
  • Eliminate the causes of failure
  • Reward and build on successes
  • Regular monitoring and hold everyone accountable
Care Team In Action
Care Team In Action
Development of the Care Team

1991 - Alliance: Juvenile Services Task Force
1992 - Ohio’s Family & Children First Initiative
  - Quest/Stanton Mentor Program
1993 - NAASP National Convention (theory presentation)
1994 - Fairless joins Stark County Family Council
1995 - Quest/Fairless Mentor Program
1996 - Child & Adolescent Services Center/Fairless Counseling Program
1997 - Leadership Camp
1998 - Summer Camp
1999 - COPS in Schools Program
2000 - Family Involvement Coordinator, Truancy Officer & Academic Tutors
2001 - Quest Parent Training Program
2002 - Alliance and Navarre Teams Established
2004 - West Muskingum Middle School Team Established
2005 - Muskingum County and Stark County Expansion Projects
2006 - Pickaway, Coshocton, Columbiana, Medina Counties
Results

- Highest proficiency scores to date:
  - Reading – 97% (up 23 points - 31%)
  - Writing – 96% (up 20 points - 26%)
  - Math – 85% (up 30 points - 55%)
  - Citizenship – 87.5% (up 22.5 points - 35%)
  - Science – 84.7% (up 39.7 points - 88%)

  Graduation Rate 96% (up 17 points - 22%)

- Discipline Problems down
- Court Referrals down
- ACT Scores Up
  - *Special Education Students Included in Results
Care Team Impact:

From Parent Questionnaire

Improvement

Relationships at home
Avoidance of Risky Behaviors
Vision of My Future

Percent

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree
Care Team Impact:

From Student Questionnaire

![Bar chart showing improvement in relationships, avoidance of risky behaviors, and vision of my future. The chart includes categories for Strongly Agree, Agree, No Opinion, Disagree, and Strongly Disagree. The y-axis represents percent, and the x-axis represents different categories of improvement.](image-url)
Care Team Impact:

From Parent Questionnaire

Improvement

Percent

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>No Opinion</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades</td>
<td>Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Graph showing improvement in grades and skills based on parent responses.
Care Team Impact:

From Student Questionnaire

Improvement

Percent

- Strongly Agree
- Agree
- No Opinion
- Disagree
- Strongly Disagree

Grades
Skills
## Multiple Year Results:

### Frazeysburg Intermediate School

<table>
<thead>
<tr>
<th>Performance Index</th>
<th>Rating</th>
<th>5th Reading</th>
<th>6th Math</th>
<th>6th Reading</th>
<th>6th Math</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003 – 2004 School Year</td>
<td>89</td>
<td>Continuous Improvement</td>
<td>74.6%</td>
<td>62.9%</td>
<td>95.6%</td>
<td></td>
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<tr>
<td>2004 – 2005 School Year</td>
<td>95.7</td>
<td>Effective</td>
<td>80.4%</td>
<td>NA</td>
<td>80.4%</td>
<td>68.8%</td>
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<tr>
<td>2005 – 2006 School Year</td>
<td>96.7</td>
<td>Excellent</td>
<td>77.4%</td>
<td>77.4%</td>
<td>91.8%</td>
<td>76.7%</td>
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</table>

### West Muskingum Middle School

<table>
<thead>
<tr>
<th>Performance Index</th>
<th>Rating</th>
<th>6th Reading</th>
<th>6th Math</th>
<th>7th Reading</th>
<th>7th Math</th>
<th>8th Reading</th>
<th>8th Math</th>
<th>Attendance</th>
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<tbody>
<tr>
<td>2003 – 2004 School Year</td>
<td>85.2</td>
<td>Continuous Improvement</td>
<td>66.2%</td>
<td>61.5%</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>94.9%</td>
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<tr>
<td>2004 – 2005 School Year</td>
<td>87.9</td>
<td>Continuous Improvement</td>
<td>69.9%</td>
<td>56.9%</td>
<td>NA</td>
<td>66.9%</td>
<td>77.9%</td>
<td>66.4%</td>
</tr>
<tr>
<td>2005 – 2006 School Year</td>
<td>97.4</td>
<td>Excellent</td>
<td>91.9%</td>
<td>83.1%</td>
<td>77.4%</td>
<td>83.9%</td>
<td>79.7%</td>
<td>77.3%</td>
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### Multiple Year Results:

#### Alliance Middle School

<table>
<thead>
<tr>
<th>Performance Index</th>
<th>Rating</th>
<th>6th Reading</th>
<th>6th Math</th>
<th>7th Reading</th>
<th>7th Math</th>
<th>8th Reading</th>
<th>8th Math</th>
<th>Attendance</th>
</tr>
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<tbody>
<tr>
<td><strong>2003 – 2004 School Year</strong></td>
<td>70.7</td>
<td>Academic Watch</td>
<td>36.3%</td>
<td>42.9%</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>93.2</td>
</tr>
<tr>
<td><strong>2004 – 2005 School Year</strong></td>
<td>73.9</td>
<td>Academic Watch</td>
<td>51.1%</td>
<td>35.3%</td>
<td>NA</td>
<td>32.2%</td>
<td>73.1%</td>
<td>47.5%</td>
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<tr>
<td><strong>2005 – 2006 School Year</strong></td>
<td>80.7</td>
<td>Continuous Improvement</td>
<td>76.9%</td>
<td>52.5%</td>
<td>61.8%</td>
<td>36.0%</td>
<td>70.2%</td>
<td>54.4%</td>
</tr>
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</table>
Is this your change process?

Good work, but I think we need just a little more detail right here!
Care Team Concept

Civic Engagement  State Content Standards
Every Day Math  History Alive
Inquiry Based Science  Integrated Writing
Character Education  Balanced Literacy
Life Skills  Technology
Personal Enrichment

Cultural Diversity
Career Prep
Self Actualized

Engaged Citizen
ACT/AP Prep
Technology

Fairless Curriculum Strategic Plan
Levels of Fidelity to the Innovation

- Standardized
- Customized
- Unique
Putting It All Together in Daily Practice

- Moving beyond piecemeal and fragmented practice
- A Continuum of school-community programs
- Schools as key environments
- Implementation Care Team Concepts at every school
Putting It All Together in Daily Practice

- Blending Funds from:
  - General funds
  - Compensatory education
  - Safe and Drug Free Schools
  - Initiatives
  - Special Education
  - Community Resources (agencies, grants, donations, volunteers, etc...)

Putting It All Together in Daily Practice

- Economy of Scale
  - Local Funding
  - State Funding
  - Federal Funding
Quotes:

- Parent Response to “How will Care Team affect your child 5 years from now?”
  - “I think it will still affect her. Her self-confidence has just been so greatly improved. I think it will affect her forever.”

- Quote from a small urban Principal:
  - “I really believe the mood is different. There’s not an anxiety level like I saw before. Kids feel more like kids. Over time, I’ve seen that anxiety just go down and I think that is directly connected to the relationships formed with the students. It feels more safe.”
Commitment and Renewal

“These reforms express my deep belief in our public schools and their mission to build the mind and character of every child, from every background, in every part of America.

Leave no child behind.”

–President George W. Bush
Announcement of ESEA legislation

January 8, 2002
Contact Information

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